

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Physical Therapist Assistant	230	PTA 230 06/02/2015-Clinical Education I
Division	Department	Faculty Preparer
Health Sciences	Allied Health	Kathleen Cook
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Students will demonstrate professional and ethical behaviors related to patient interactions, peer and other stakeholder interactions at an Advanced Beginner Level as defined by the Clinical Performance Instrument.

- Assessment Plan
 - Assessment Tool: APTA's Physical Therapist Assistant Clinical Performance Instrument (CPI), specifically items #2, 3, 4, 5, 6, 14.
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: 6-30 (depending on class size)
 - How the assessment will be scored: Using the definitions and scale indicated by the Clinical Performance Instrument
 - Standard of success to be used for this assessment: 80% of Students assessed will achieve Advanced Beginner in all 14 performance areas. Advanced Beginner is defined in the tool.
 - Who will score and analyze the data: PTA Program Faculty Member.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015, 2014, 2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	48

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled in PTA 230 from 2013-2015 were assessed, except for 1 in 2013 and 3 in 2014 as the clinical instructors did not complete the Clinical Performance Instrument correctly.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were selected. The Clinical Performance Instruments/Students not assessed were those where the Clinical Performance Instrument was not completed correctly by the CI.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Clinical Performance Instrument (CPI) is an online assessment tool, developed by the American Physical Therapist Association to assess the PTA's performance in the clinic. The tool is designed to look at 14 criteria. 6/14 criteria were used to assess outcome #1. These were items #2, #3, #4, #5, #6, and #14. Students were expected to achieve a certain benchmark for each criteria. For items 2-5 the benchmark is the "Intermediate Level" as defined by the CPI and for items 6 and 14 the benchmark is "Advanced Beginner" as defined by the CPI.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

For 2013, 10/19, 53% met the criteria for this outcome.

For 2014, 14/15, 93% met the criteria for this outcome.

For 2015, 7/14, 50% met the criteria for this outcome.

The 3 year average was 65%. The standard of success for this outcome is that 80% of the students will reach 80% of the benchmarks related to this outcome. Overall, this standard of success was not achieved in 2/3 of the years data was collected. It is noted that there was a potential of the benchmark for items 1-5 was set at a level too high for this initial clinical experience. On review of the data, if the benchmark for all items was set at Advanced Beginner 84% of students

in 2013 and 100% of students in 2015 would have achieved the goal and the standard of success met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

From 2013-2015, the students were able to meet the benchmark of Advanced beginner consistently in items 6 and 14. While the benchmark was not Advanced Beginner in items #2, #3, #4, and #5, the students consistently achieved Advanced Beginner, but not Intermediate as set as the benchmark. Clinical Instructors would verbally report that the students performed well in the clinic, with no problems noted, despite not achieving the benchmark established for the criteria.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In looking at overall student performance when a student did not achieve a benchmark, or several benchmarks, the Coordinator of Clinical Instruction would discuss the student's progress with the individual instructors. Instructors would indicate that the student was performing well (there were no professional and/or safety concerns) and often indicated that they considered the benchmark of Intermediate too high for this initial clinical experience, which was only 2weeks/48 hours in length. This concern was also shared by the PTA Advisory Committee. It was evident upon review of the data from 2012-2014 that student achievement of the benchmarks and overall achievement of the standard of success would have been stronger with a consistent benchmark of "Advanced Beginner." It is also noted that this was the first 3-5 years of using this tool. The PTA Program/Coordinator for Clinical Education does offer a yearly inservice to Instructors on benchmarks and grading requirements. The APTA requires all Instructors to complete an online training of the CPI prior to utilizing the tool.

Outcome 2: Students will perform physical therapy interventions and data collection techniques in a safe manner under the direction and supervision of the physical therapist at the advanced beginner level as defined by the Clinical Performance Instrument.

- Assessment Plan
 - Assessment Tool: APTA's Clinical Performance Instrument (CPI), specifically items # 1,7,8,9,10,11,12,14.
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: 6-30 (depending on class size)

- How the assessment will be scored: Using the definitions and scale in the CPI for level of Advanced Beginner.
- Standard of success to be used for this assessment: 80% of Students assessed will achieve Advanced Beginner in all 14 criteria of the CPI.
- Who will score and analyze the data: PTA Program Faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014, 2015, 2013	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	48

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled in PTA 230 from 2013-2015 were assessed except for 1 student in 2013 and 3 in 2014 due to the Clinical Performance Instrument (CPI) not being completed accurately by the clinical instructors.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were selected. The Clinical Performance Instruments/Students not assessed were those where the Clinical Performance Instrument was not completed correctly by the CI.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Clinical Performance Instrument (CPI) is the tool developed by the American Physical Therapy Association to assess student performance in the clinic. The CPI consists of 14 items related to a student's performance in the clinical. For this outcome, items #1, #7, #8, #9, #10, #11, #12, #14 were used to assess the outcome. For item #1 the benchmark was "Intermediate" as defined by the CPI and for items 7-14 "Advanced Beginner" was the benchmark as defined by the CPI.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>
For 2013, 13/19, 68% met the criteria for this outcome.
For 2014, 16/16, 100% met the criteria for this outcome.
For 2015, 8/14 met the criteria for this outcome.
The overall 3 year average was that 75% met the criteria for this outcome. It is noted, upon review that if item #1 would have had a benchmark of "Advanced Beginner" in 2013, 85% would have achieved the criteria and in 2015, 85% would have achieved this goal. There had been concern that the benchmark for items 1-5 in the CPI were set at a level too high for this initial clinical experience.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Upon review of the data from 2013-2015, the majority of the students were able to achieve the benchmark of Advanced Beginner for items 7-14. The students were able to achieve Advanced Beginner for Item #1, but had difficulty achieving the benchmark of Intermediate for item #1. When Clinical Instructors were asked about student performance related to item #1, all stated that there were no concerns with student/patient safety and that they performed as they would expect for an initial, 2 week/48 hour clinical.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on the data collected and reviewed, and in discussion with Clinical Instructors and the PTA Advisory Committee, it is believed that students are performing well in this initial clinical and that the benchmark of Intermediate for item #1, set at Intermediate, is too high for this clinical. The PTA program offers annual inservice to the Clinical Instructors to ensure the understanding of student assessment and student benchmarks for this course. The APTA requires that all Clinical Instructors complete an online training session prior to using the CPI.

Outcome 3: Students will document and communicate effectively to support the delivery of physical therapy services at the Advanced Beginner Level as defined by the Clinical Performance Instrument.

- Assessment Plan

- Assessment Tool: APTA's Clinical Performance Instrument (CPI), specifically items #13,14.
- Assessment Date: Spring/Summer 2018
- Course section(s)/other population: All
- Number students to be assessed: 6-30 (depending on class size)
- How the assessment will be scored: Using the definitions and scale for Advanced Beginner as outlined in the CPI.
- Standard of success to be used for this assessment: 80% of Students assessed will achieve Advanced Beginner in all 14 items on the CPI.
- Who will score and analyze the data: PTA Program Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2015, 2013, 2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
52	48

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled in this course from 2012-2015 were assessed except for 1 in 2013 and 3 in 2014 due to the Clinical Performance Instrument not being completed accurately by the clinical instructors.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students enrolled in PTA 230 from 2013-2015 were included except those where the Clinical Performance Instrument was not completed accurately by the clinical instructor.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The Clinical Performance Instrument (CPI) is the tool developed by the American Physical Therapy Association to assess PTA student performance in the

clinic. The CPI consists of 14 items related to student performance in the clinic. For this outcome, items #13 and #14 were used in assessment. for these 2 items, the benchmark was "Advanced Beginner."

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

In 2013, 15/19, 68% achieved the benchmark of Advanced Beginner.

In 2014, 13/15, 87% achieved the benchmark of Advanced Beginner.

In 2015, 12/14, 86% achieved the benchmark of Advanced Beginner.

Over a 3 year period, from 2013-2015, 80% of the students achieved the standard of success for this outcome of 80% of the students achieving 80% of this benchmarks related to this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

From 2013-2015, there showed a steady improvement in students achieving the benchmark of Advanced Beginner for items 13 and 14. These items relate to communication and documentation in patient care. In the past 3-5 years, clinics have switched from paper documentation to electronic medical records (EMR). Also during this time, Insurance Intermediaries changed documentation regulations related to students. This has required adjustments from the clinics to provide adequate learning opportunities related to documentation. This has improved significantly for this first clinical since 2013.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Upon review of the data, and when the Coordinator has discussed student success and performance for this first clinical in relationship to the outcomes, the Clinical Instructors indicate that the students are performing well in all areas, including items #13 and #14, for this initial 2 week/48 hour clinical. To improve student success in this outcome, students are being introduced to EMR in their initial PTA courses, and the Coordinator has worked with the clinics in providing suggestions on how to incorporate exposure and documentation opportunities for students in this initial clinical.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

PTA 230, Clinical Education I, has been the topic of many discussions with clinic administrators, clinical instructors, students and the PTA Advisory Committee over the past several years. It is believed by all stakeholders that this course is very instrumental to the students' development and overall, is meeting the needs of exposure to the clinic and patients for the students. The concerns have been over the short length of the clinical (2 weeks/48hours total) and the benchmarks established for this course being too high for CPI items 1-5. There has also been discussion about using the CPI for this short clinical, as it is time intensive. However, Accreditation, while not prescriptive in requiring the CPI, strongly recommends it as it is designed for all levels of clinical experience. The assessment of this course did show through the data collected and reviewed that the benchmarks for this clinical, in items 1-5, may have been too high. It is also noted that that the 2 different tiers of benchmarks may have caused some confusion among the instructors.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information and data was reviewed with the PTA Advisory Committee in fall of 2016 and with Clinical Instructors at the 2016 Clinical Instructor Orientation.

Action Plan: To revise the benchmark requirements for PTA 230, students would be expected to achieve at least "Advanced Beginner" in items 1-14 beginning with PTA 230 in Winter 2016.

It should be noted that upon initial review of the data from Winter 2016, PTA 230, Clinical Education I, 18/19 students (95%) achieved the benchmarks related to all 3 course outcomes.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	The 3 outcomes for PTA 230 will remain the same. The language and some course	1. To reflect and be consistent with language used in the assessment tool for this course, the CPI.	2017

	<p>objectives will be revised to better reflect the language used in the Clinical Performance Instrument, the assessment tool used in this course.</p> <p>The student benchmarks (passing requirements) will be revised to all students will be expected to achieve at least the "Advanced Beginner" level for PTA 230, Clinical Education I. This change was made in Winter 2016.</p>	<p>2. To better reflect the expected level of performance for this initial clinical experience.</p>	
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[List of 14 Assessment Areas in the CPI](#)

[Page from Assessment Tool](#)

[2013 Data Summary](#)

[2013 PTA 230 Data](#)

[2014 PTA 230 Data](#)

[2015 PTA 230 Data](#)

Faculty/Preparer: Kathleen Cook **Date:** 06/07/2016

Department Chair: Connie Foster **Date:** 06/08/2016

Dean: Valerie Greaves **Date:** 06/09/2016

Assessment Committee Chair: Michelle Garey **Date:** 08/03/2016